

MEMORANDUM

TO: PESB Members

FROM: Mea Moore, Coordinator Educator Programs and Standards

DATE: October 29, 2009

SUBJECT: TAB 7 – Cultural Competency Work Group Update
(November 12, 2009, 1:15-2:00 p.m.)

BACKGROUND INFORMATION / PREVIOUS BOARD ACTION

Senate Bill SSSB 5973 enacted by the Legislature and signed by the Governor after the 2009 session, charged the Professional Educator Standards Board (PESB) with identifying model standards for Cultural Competency and making recommendations on those standards to the legislature:

SSSB 5973

...in consultation and collaboration with the achievement gap oversight and accountability committee established under section 2 of this act, shall identify a list of model standards for cultural competency and make recommendations to the education committees of the legislature on the strengths and weaknesses of those standards.

A companion piece of Legislation, House Bill ESHB 2261, charged the Professional Educator Standards Board (PESB) to:

HB 2261

...Adopt a set of articulated teacher knowledge, skill, and performance standards for effective teaching that are evidence-based, measurable, meaningful, and documented in high quality research as being associated with improved student learning. The standards shall be calibrated for each level of certification and along the entire career continuum. In developing the standards, the board shall, to the extent possible, incorporate standards for cultural competency along the entire continuum.

To address the above legislative charges the PESB convened a Cultural Competency Work Group. Over the course of four months, starting in July 2009, the PESB:

- Formed a Cultural Competency Work Group whose members included representatives from the Washington Association of Colleges for Teacher Education, Association of Washington School Principals, Washington Education Association, the Office of the Superintendent of Public Instruction, Reachout for New Futures, The Center for Strengthening the Teaching Profession and a Representative from the Achievement Gap Oversight and Accountability Committee.
- Reviewed research on model standards used by other state educational offices and agencies, organizations and researchers who have contributed to the body of literature on Cultural Competence for educators and educational systems.
- Rated identified model standards on their strengths and weaknesses and included them under the four stages related to Washington's continuum of teacher preparation, induction and career long professional development (pre-service, induction, professional certification and career teacher).
- Provided members of the Professional Educator Standards Board, the Education Committees of the Legislature and members of the Achievement Gap Oversight and Accountability Committee with progress updates.

Cultural Competency Work Group Members:

Idalia M. Apodaca – Washington Education Association (WEA) representative, Teacher, Shaw Middle School, Spokane, WA (*moved*)

Cherry A. McGee Banks – Washington Association of Colleges of Teacher Education (WACTE) representative; Professor, University of Washington Bothell

Susanne Beauchaine – Program Supervisor, Equity and Civil Rights Office, Office of the Superintendent of Public Instruction (OSPI)

John-Paul Chaisson-Cardenas – Director, Equity and Civil Rights Office, OSPI

Robert Harkins – Deputy Superintendent, OSPI

Erin Jones – Assistant Superintendent, Center for Student Learning, OSPI

Karen Johnson – Association of Washington School Principals (AWSP) representative, Principal, Evergreen Forest Elementary, North Thurston School District

Mindy Meyer – Center for Strengthening the Teaching Profession (CSTP)

Mea Moore – Professional Educator Standards Board (PESB)

Heidi Schillinger – Director, Reachout for New Futures

Adie Simmons – Director, Office of the Education Ombudsman Achievement Gap Oversight Committee representative

James B. Smith – Professor, City University of Seattle

Steve Zuber – Office of the Education Ombudsman representative

Cultural Competency Work Group Timeline

July- Aug. 2009	Cultural Competency (CC) Work Group members are identified and invited by PESB to serve on the Work Group.
Aug. 21, 2009	The CC Work Group convenes to outline tasks related to the legislative charge.
Sept. 1 & 2 2009	The CC Work Group meets to review examples of Cultural Competency models/standards. With input from the Achievement Gap reports, research literature and state and national models, drafts recommendations and relates models/standards to Washington's continuum of teacher preparation.
Sept. 10, 2009	PESB/OSPI staff provides Achievement Gap Oversight and Accountability Committee with update on CC Work Group progress.
Sept.21 through Oct.5, 2009	The CC Work Group reviews second draft of recommendations and completes survey related to strengths and weakness of identified models/standards.
Sept 23, 2009	PESB/OSPI staff provides Achievement Gap Oversight and Accountability Committee with update on CC Work Group progress.
Oct. 1& 2, 2009	Report to Senate, House and Higher Education Committees of the Legislature on CC Work Group progress.
Oct.6, 2009	CC Work Group meeting. Final recommendations from CC Work Group submitted to PESB.
Oct.14, 2009	Draft recommendations from CC Work Group are presented to Achievement Gap Oversight and Accountability Committee.
Nov. 12, 2009	Update on CC Work Group progress at PESB meeting
Nov. 18, 2009	Input on CC Work Group recommendations received from Achievement Gap Oversight and Accountability Committee
Nov. through Dec.2009	PESB staff alignment of recommendations from Achievement Gap Oversight and Accountability Committee and CC Work Group recommendations onto Washington's Continuum of Teacher Preparation, Induction and Career long professional development
Jan 7-8, 2009	Recommended standards for Cultural Competency presented to PESB for review and possible adoption at January PESB meeting.

ANTICIPATED OUTCOME

Information only.

Work Plan Goal:

Goal 4 – An agreed and widely understood system for review and revision of high and relevant preparation standards and certification requirements for all educators.

Ends Policy: All Washington educators will be prepared and certified according to high and rigorous standards to ensure they are effective in helping students meet or exceed state learning goals.